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ABSTRACT

The Extended School Year Program of the Detroit (Michigan) public schools was designed to demonstrate that lengthening the school year would produce corresponding changes in student achievement as measured by the Michigan Educational Assessment Program and the Metropolitan Achievement Test. The Extended School Year was a 3-year summer program beginning in the summer of 1995 and concluding in the summer of 1997. Elementary, middle, and high schools participated. The primary feature of the program was the addition of 15 days of instruction that meet the same purposes as the regular school year instructional program. An evaluation was conducted to collect and analyze information related to what is needed to extend the school year, and achievement data were analyzed to assess program effect. This summary presents some evaluation findings, including those from staff, student, and parent surveys. Achievement test results suggested a positive effect on scores for Grade 4. Survey data collected from teachers in all 3 summers in 16 program schools indicate a decrease in teacher support for, and belief in, the program. Approximately three-fourths of students and parents believed that the program increased students' skills. However, while 77% of parents indicated that they would like to see the program continue, 78% of students indicated that they were not happy with the program. Recommendations for program improvement are included; these center on better communication of program goals and greater involvement of parents.

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The Extended School Year Program Consolidated Report: Achievement Test Scores and Survey Findings

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THE EXTENDED SCHOOL YEAR PROGRAM, CONSOLIDATED REPORT: ACHIEVEMENT TEST SCORES AND SURVEYS FINDINGS

The Extended School Year Program is designed to demonstrate that lengthening the school year will produce corresponding changes in student achievement as measured by the Michigan Educational Assessment Program (MEAP) and by the Metropolitan Achievement Test (MAT). The Extended School Year Program was a three-year summer program beginning in the 1995-1996 school year and concluding in the summer of 1996-1997.

The purpose of this pilot program is to collect and gain process information relevant to what is needed to extend the school year. The data provided will assist the State in its process of requiring all schools to extend their school year. The primary feature of the program is the addition of fifteen days of instruction that meet the same purposes as the regular school year instructional program.

The success of the Extended School Year Program will be determined by the impact that the program has on student achievement test scores and attendance. The success will also be determined through teacher, student and parent personal assessment of benefits and satisfaction of the program. To ascertain staff, students and parents personal perceptions of the program, surveys were developed and distributed by the Detroit Public Schools Office of Research, Evaluation, and Assessment.

This summary deals with the findings based on the Metropolitan Achievement Test, the Michigan Educational Assessment Program, and the staff, student, and parent surveys. The complete reports of the Metropolitan Test scores, the Michigan Educational Assessment Program, the staff, student, and parent survey may be obtained from the Detroit Public Schools Office of Research, Evaluation, and Assessment. This summary consolidates the findings from all reports and is designed to serve as a quick overview for the reader.

Metropolitan Achievement Test Scores
Area C Experimental Schools

This report of achievement test score data for the Extended School Year Program is divided into two parts. The first part involves an analysis of the Metropolitan Achievement Test scores for the elementary, middle, and high schools that participated in the program. The second part involves an analysis of the Michigan Educational Assessment Program Test scores.

The Metropolitan Achievement Tests are administered annually to students in Grades 1-10 in the Detroit Public Schools as part of an assessment of student achievement. The reading tests include Reading Vocabulary (Grades 1 through 10) and Reading Comprehension (Grades 1 through 10). The Metropolitan Tests, in addition, include Mathematics Concepts and Problem Solving (Grades 1 through 8), Mathematics Procedures (Grades 1 through 8), and Mathematics (Grades 9 through 10). Also included is a science test (Grades 1 through 10). As of spring,

1997, the Metropolitan Achievement Test was administered to students in Grades 1-10 rather than Grades 1-12 as previously done.

The results of the Metropolitan Achievement Test were used to assess the impact of the Extended School Year Program on improving student academic growth. The tests were administered to students in April, 1995, March, 1996, and April, 1997.

The Extended School Year Program involves a total of 16 schools. In Area C there are eleven elementary schools, three middle schools, and one high school. Also, involved in the program is the Malcolm X Academy which is located in Area B. The test scores of the academy will be presented separately from the Area C schools. In addition, an analysis of test scores for each level of schools in Area C will be presented separately.

Test scores for nine Area C elementary schools, four middle schools, and one high school that did not participate in the program were selected for comparison purposes. All Metropolitan Achievement Test scores are presented for the base year (1994-95) and the final year (1996-97).

Part II is concerned with the analysis of the Michigan Educational Assessment Program (MEAP) test results. Test scores from eleven Area C elementary schools and three middle schools who participated in the program are presented for study. An elementary school in Area B, Malcolm X Academy, also participated in the program, and its MEAP results are presented separately from the Area C schools.

Also, test scores from nine elementary schools and four middle schools, who did not participate in the program are used for comparison purposes. MEAP scores are presented for October, 1995 and October 1996. Thus, the second year of the summer program was used as a base for the MEAP test score achievement analysis.

Metropolitan Achievement Test Scores
Area C Experimental and Comparison Schools
Summary

Findings

Elementary Experimental Schools - Reading Total Results

Upon comparing the Reading Total test results prior to program implementation it was revealed in 1995, 2033 students (36 percent) scored at or above the 50th NPR compared to 2685 (46 percent) in 1997, a ten percent gain.

Elementary Comparison Schools – Reading Total Results

In 1995 (prior to program implementation) 1456 students (38 percent) scored at or above the 50th NPR. In 1997, 1477 students (37 percent) scored at or above the 50th NPR, a one percent loss.

Elementary Experimental Schools – Mathematics Total Results

A comparison of the 1995 and 1997 mathematics test results show an overall gain of nine percent in the number of students who scored at or above the 50th NPR.

Elementary Comparison Schools – Mathematics Total Results

A comparison of the 1995 and 1997 mathematics test results show an overall gain of six percent in the number of students who scored at or above the 50th NPR.

Elementary Experimental Schools – Science Total Results

A comparison of the 1995 and 1997 science test results show an overall gain of eleven percent in the number of students who scored at or above the 50th NPR.

Elementary Comparison Schools – Science Total Results

A comparison of the 1995 and 1997 science test results show an overall gain of five percent in the number of students who scored at or above the 50th NPR.

Middle Schools

Middle Experimental Schools – Reading Total Results

In 1995, 144 students (12 percent) scored at or above the 50th NPR. In 1997, 133 students (11 percent) scored at or above the 50th NPR, a one percent loss.

Middle Comparison Schools - Reading Total Results

In 1995, 634 students (25 percent) scored at or above the 50th NPR. In 1997, 499 students (21 percent) scored at or above the 50th NPR, a four percent loss.

Middle Experimental Schools – Mathematics Total Results

A comparison of the 1995 and 1997 mathematics test results show a one percent loss in the number of students who scored at or above the NPR.

Middle Comparison Schools - Mathematics Total Results

A comparison of the 1995 and 1997 mathematics test results show a three percent gain in the number of students who scored at or above the 50th NPR.

Middle Experimental Schools – Science Total Results

A comparison of the 1995 and 1997 science test scores show no gain in the number of students who achieved the 50th NPR or above.

Middle Comparison Schools - Science Total Results

A comparison of the 1995 and 1997 science test results indicate a loss of three percent in the number of students who scored at or above the 50th NPR.

High School

High School Experimental – Reading Total Result

A comparison of the 1995 and 1997 reading test results indicate a one percent loss.

High School Comparison – Reading Total Result

A comparison of the 1995 and 1997 reading test results show a one percent loss.

High School Experimental – Mathematics Total Results

A comparison of the 1995 and 1997 mathematics test results show a one percent loss in the percent of students who achieved the 50th NPR or above.

High School Comparison - Mathematics Total Results

The comparison of the 1995 and 1997 mathematics test results show a four percent loss in the number of students who attained the 50th NPR or above.

High School Experimental – Science Total Results

A comparison of the 1995 and 1997 science test results indicate a loss of one percent of students who scored at or above the 50th NPR.

High School Comparison - Science Total Results

A comparison of the 1995 and 1997 science test results show a one percent loss in the number of students who achieved the 50th NPR or above.

Michigan Educational Assessment Program (MEAP) Test Scores

Area C Experimental Schools

The Michigan Educational Assessment Program (MEAP) is a statewide program initiated by the State Board of Education, supported by the Governor and funded by the legislature. The purpose of MEAP is to provide information on the status and progress of Michigan basic skills education. The MEAP tests in reading and mathematics are administered in the fall to all fourth and seventh grade students. The current fall MEAP assessment tests consist of items measuring selected performance objectives in the subject areas of reading and mathematics. The untimed tests allow students to work at their own pace. On each of the reading and mathematics tests, to achieve "satisfactory" performances a student must achieve a specified score. Other categories of performance are "moderate" or "low". It is felt that examining the results of the MEAP tests, and developing and implementing a curriculum plan, a school takes significant steps toward improving student achievement. In addition, parents can use the MEAP results to determine a child's progress in acquiring essential mathematics and reading skills. The MEAP test is given to Detroit Public Schools' students in October of each year. Therefore, in an effort to assess the academic progress of Area C project students, the October, 1995 MEAP test results was designated the pretest, and the October, 1996 MEAP test results was designated the posttest for comparison purposes. For the 1997-98 school year, the MEAP testing period was moved to January 26-February 13. Therefore, 1997-98 scores are not included in this report.

Findings

It appears that the Grade 4 experimental group had a higher percent of students achieving the "satisfactory" performance on the post reading test. Also, the experimental students made modest gains in reading while the comparison group suffered a loss. (See table 12)

The comparison schools' percent of students who achieved the "satisfactory" criterion on the MEAP mathematics test was higher than the experimental schools on both the pretest and posttest, however, the gains made by both the experimental and comparison schools were similar.

Grade 7 experimental schools had a lower percentage of students who achieved the "satisfactory" criteria on the reading test than the comparison schools, however, the experimental schools made greater gains.

The experimental students had a low percent of students who achieved the "satisfactory" criteria on the mathematics test. The comparison students also had a low percentage of students who achieved "satisfactory" but the percent was higher than the experimental students. Losses by the experimental and the comparison students were similar. (See table 13)

Table 12

Extended School Year Program
Michigan Educational Assessment Program
(MEAP)

Area C Experimental and Comparison Schools

Area C Elementary Schools	Grade	Tests	Proportions Report			
			Reading		Mathematics	
			Satisfactory		Satisfactory	
			N***	%	N	%
Experimental Total	4	Pre *	959	45.47	958	47.59
		Post **	943	52.37	942	50.83
		Change		+6.90		+3.24
Comparison Total	4	Pre	651	48.10	650	51.68
		Post	645	39.08	641	54.77
		Change		-9.02		+3.09

* Pre: October, 1995
** Post: October, 1996
*** Number reported on

Table 13

Extended School Year Program
Michigan Educational Assessment Program
(MEAP)

Area C Experimental and Comparison Schools

Area C Middle School	Grade	Tests	Proportions Report			
			Reading		Mathematics	
			Satisfactory		Satisfactory	
			N***	%	N	%
Experimental Total	7	Pre *	472	10.16	475	7.79
		Post **	472	18.43	471	7.62
		Change		+8.27		-0.17
Comparison Total	7	Pre	915	22.18	948	17.98
		Post	898	21.48	900	17.42
		Change		-0.70		-0.56

* Pre: October, 1995
** Post: October, 1996
*** Number reported on

Staff Perceptions Survey

The staff survey was distributed to 16 program participating schools. Four hundred and one staff surveys were returned. Three additional survey reports: Parent Perceptions, Student Perceptions, and Staff Perceptions of the Extended School Year In-Service Training Workshops are reported in separate documents.

Major Findings and Recommendations

1995 Two hundred twenty-seven staff respondents (89 percent) Strongly Agreed or Agreed that, "I received sufficient in-service training for the implementation of the Extended School Year Program." Twenty-six respondents (11 percent) Disagreed or Strongly Disagreed. (Question 2)

1997 Three hundred sixty-nine staff respondents (93 percent) Strongly Agreed or Agreed that, "I received sufficient in-service training for the implementation of Extended School Year Program." (Question 2)

In 1997 there was a four percent increase in the number of staff respondents who Strongly Agreed or Agreed that, "I received sufficient in-service training for the implementation of the Extended School Year Program."

1995 In response to the question, "I regard time-on-task as an important element for student achievement." All the staff respondents (260 or 100 percent) except one (.04 percent) Strongly Agreed or Agreed. (Question 4)

1997 In response to the same question as above, again virtually all the staff respondents (393 or 99 percent) Strongly Agreed or Agreed. (Question 4)

1995 In response to the question, "I feel that extending the school year will result in improved achievement," 233 staff respondents (90 percent) Strongly Agreed or Agreed. Twenty-four respondents (9 percent) Disagreed or Strongly Disagreed. (Question 6)

1997 Three hundred eleven staff respondents (78 percent) Strongly Agreed or Agreed that extending the school year will result in improved achievement. Eighty-seven staff respondents (22 percent) Disagreed or Strongly Disagreed. (Question 6)

In 1997 there was a 12 percent decrease in the number of staff respondents who Strongly Agreed or Agreed that extending the school year will result in improved achievement.

1995 Responding to the statement, "I have supplies on-hand to insure the smooth operation of the Extended School Year Program," approximately three-fourths of the respondents (185 or 71 percent) Strongly Agreed or Agreed. Seventy-six respondents (28 percent) Disagreed or Strongly Disagreed. (Question 8)

1997 In response to the above statement, "The majority of staff respondents (349 or 87 percent) Strongly Agreed or Agreed. Fifty-two respondents (13 percent) Disagreed or Strongly Disagreed. (Question 8).

In 1997 there was a 16 percent increase in the number of staff respondents who Strongly Agreed or Agreed that, "I have supplies on-hand to insure the smooth operation of the Extended School Year Program."

1995 In response to the statement, "I am supportive of the Extended School Year Program," most staff respondents (247 or 93 percent) Strongly Agreed or Agreed. Only 17 respondents (7 percent) Disagreed or Strongly Disagreed. (Question 10)

1997 In response to the statement, "I am supportive of the Extended School Year Program," the majority of staff respondents (350 or 88 percent) Strongly Agreed or Agreed. Forty-seven respondents (12 percent) Disagreed or Strongly Disagreed. (Question 10)

In 1997 there was a five percent decrease in the number of staff respondents who Strongly Agreed or Agreed that, "I am supportive of the Extended School Year Program."

1995 Virtually all of the staff respondents (262 or 99 percent) Strongly Agreed or Agreed that, "Parents support is necessary in order to successfully implement the Extended School Year Program." Two staff respondents Disagreed or Strongly Disagreed. (Question 16)

1997 Again, practically all of the responding staff (391 or 98 percent) Strongly Agreed or Agreed that, "Parental support is necessary in order to successfully implement the Extended School Year Program." Seven respondents (2 percent) Disagreed or Strongly Disagreed. (Question 16)

One can say that all the staff respondents of 1995 (99 percent) and 1997 (98 percent) Agreed that parental support is necessary to implement the Extended School Year Program.

1995 Nine of ten staff respondents (220 or 90 percent) Strongly Agreed or Agreed that, "The staff is satisfied with the Extended School Year Program." Twenty-one respondents (9 percent) Disagreed or Strongly Disagreed. (Question 17)

1997 Eight of ten staff respondents (325 or 84 percent) Strongly Agreed or Agreed that, "The staff is satisfied with the Extended School Year Program." Sixty-one respondents (16 percent) Disagreed or Strongly Disagreed. (Question 17)

In 1997, there was a six percent reduction in the number of staff respondents who Strongly Agreed or Agreed that, "The staff is satisfied with the Extended School Year Program."

Recommendations (1995-1997)

1995

Several teachers and students complained about the oppressive hot weather during the summer and the lack of air conditioning. They said that the hot weather was detrimental to the teaching and learning process. Therefore, improving the learning environment for students and teachers during the hot summer months should be a concern and improved if possible.

Materials, supplies, books and equipment should be made available on time for all requesting staff members.

There was a concern about the lack of early notification of the program to teachers, students and parents. Parents, teachers, and students should be informed early and often during 1995-96 year. Also, students and parents must understand that the extra days are now a part of the regular school year.

Innovative techniques should be developed and implemented to encourage students to attend school and to be on time. Planning, notification and in-service for the Extended School Year should begin early in the 1995-96 year.

1997

Poor student attendance appears to be a major concern of staff members. Several staff respondents indicated that hot weather, most students on vacation, student lack of interest and lack of parent support may be contributing factors to poor student attendance. Better attendance incentives may lead to improve student attendance.

Hot weather which leads to uncomfortableness in the classroom continues to be a serious problem for student and staff. Some staff members believe that the uncomfortable weather is a deterrent to good teaching and student learning. Schools should address the problem by adding fans or air-conditioning to the classroom.

Student Perception Survey

The student perception survey was distributed to the 16 program schools. Students in grades 5-7 and 10-12 were targeted to receive the surveys. Three hundred and ninety-seven surveys were returned to the evaluator for analysis. Three additional survey reports: Parent Perceptions, Staff Perceptions, Staff Perceptions of the In-service Training Program are reported in separate documents.

Findings - 1995-1997

In 1995, 78 percent of the student respondents reported that they understood the purpose for the extra days.

In 1997, 61 percent of the responding students replied in the affirmative to the same question, a 17 percent decrease.

In 1995 and again in 1997, 94 percent of the student respondents indicate their belief that the administration and teachers expect all students to learn

In 1995, 61 percent of the responding students indicated that they were not happy to be in school the extra days.

In 1997, 78 percent of the student respondents gave negative responses, an increase of 17 percent of expressed unhappiness.

In 1995, 73 percent, and in 1997, 71 percent of the responding students felt that they were improving reading skills, a two percent decrease when compared to 1995. Thus, the students' belief in improving the reading skills appear to be consistent.

In 1995, 75 percent of the responding students indicated that they were improving their writing skills.

In 1997, 68 percent of the respondents indicated improvement, a decrease of eight percent from 1995 levels.

Students' belief that they are improving math skills during the extra days appears to be consistent. In 1995, 74 percent and in 1997, 75 percent of the responding students indicated improving math skills during the extra days.

Students' belief of their improvement of science skills also appear to be consistent. In 1995, 61 percent, and in 1997, sixty-three percent of the responding students felt that they improved their science skills.

The percentage of students who appear to enjoy the extra time in school continues to be modest. In 1995, 24 percent of the student respondents gave affirmative responses. In 1997, 30 percent, a six percent increase said that they were enjoying the days.

The overwhelming number of student respondents indicated that they would not like to have extra days in school next year. In 1995, 85 percent, and in 1997, 88 percent gave negative responses to the question, "I would like to have extra days in school next year."

The majority of student respondents in 1995 (72 percent) and in 1997 (65 percent) believe that more time in school will lead to a better education. However, in 1997 there was a seven percent decrease in the percentage of students that believed so.

1995

Written responses by the students show that they like the various activities that occurred in the summer program (gym, field trips, games, piano and classes). Students also said they liked the program because it gave an opportunity to bring up their grades. They also liked getting out of school earlier (2:30 p.m.).

In contrast, students did not like being in school during the hot weather. They did not like the loss of the vacation time. And, several students did not like getting up early in the morning to go to school.

1997

Written responses by students indicated that the best liked aspect of the program was that they seemed to be learning more. Activities were the second liked aspect of the program. Students also said that they liked fun activities, song and dance, games, art project, swimming, field trips, and gym. Students were also interested in bringing their grades up, being able to catch up on their work, and passing to the next level.

Students disliked having to attend school the extra days, and the loss of vacation time. Students also complained about the hot weather and the lack of air conditioning. Some students also complained about doing a lot of hard work during the extra days.

Recommendations

Most students do not like or enjoy being in the Extended School Year Program. Staff must continue in their efforts to improve the negative attitude that most students have for the program.

If possible, the Extended School Year Program should not be considered as a separate program. Just extend the school year, make it mandatory for all students to attend, and have report cards passed out at the conclusion of the extension.

Staff should help students and parents to appreciate and to understand that the extra days are now apart of the regular school year.

Innovative techniques should be developed and implemented to encourage students to attend school and to be on time

Although most student respondents are aware of the benefits of the Extended School Year Program, they reported that they would not like to have extra days next year. Therefore, staff

must make a concerted effort to change students' negative attitudes to positive so that they will be more receptive to the "extra days."

The hot, humid weather continues to be a problem for students during the summer. Room air conditioners or fans may improve the learning environment.

Staff Perceptions of the In-Service Training Program

To ascertain staff perceptions of the In-service Training Program. Surveys were developed and distributed by the Detroit Pubic Schools Office of Research, Evaluation, and Assessment to Area C participating schools and Malcolm X Academy on June 18, 1997 and 401 surveys were collected on July 3, 1997 from the Area C Office. The findings from this study and additional staff, student achievement test scores, and parent program perception studies are available from the Office of Research, Evaluation.

Findings

In 1995, 93 percent of the in-service training respondents Agreed that, "The training procedures used in the workshops were appropriate to their goals."

In 1997, 345 respondents (97 percent) Strongly Agreed or Agreed, a four percent increase in the number of respondents who Agreed that the training procedures were appropriate. (Question 1)

In 1995, 98 percent of the workshop respondents Agreed that, "The consultants were knowledgeable and skillful in their presentation of the program activities."

In 1997, 367 respondents (97 percent) Strongly Agreed or Agreed to the above statement, a one percent decrease but still an overwhelming majority. (Question 2)

In 1995, question 3 was not used in the survey.

In 1997, 357 respondents (94 percent) Strongly Agreed or Agreed that, "That workshops will help me improve students' academic achievement." Nineteen respondents (5 percent) Disagreed and two respondents (1 percent) Strongly Disagreed. (Question 3)

In 1995, 95 percent of the respondents Agreed that, "There was considerable agreement between the workshops' stated objectives and what I actually gained."

The 1997 response to the above statement was identical. Three hundred fifty-six respondents (95 percent) Strongly Agreed or Agreed that there was considerable agreement, "between the workshops stated objectives and what I actually gained." (Question 4)

In 1995, 92 percent of the workshop respondents Agreed that, "The ideas presented to the participants were appropriate for their background and needs."

In 1997, 351 respondents (94 percent) Strongly Agreed or Agreed that the ideas presented were appropriate, a two percent increase. (Question 5)

In 1995, question 6 did not appear in the survey.

In 1997, 353 respondents (94 percent) Strongly Agreed or Agreed that, "I feel that extending the school year will result in improved achievement." Twenty-three respondents (6 percent) Disagreed or Strongly Disagreed. (Question 6)

In 1995, 96 percent of the respondents Agreed that, "Some of the ideas gained in the workshop will be used in my daily working situations."

In 1997, 365 respondents (97 percent) Strongly Agreed or Agreed to the above statement, a one percent increase. (Question 7)

In 1995, 91 percent of the respondents Agreed that, "Some of the gained ideas in the workshop will be shared with colleagues."

In 1997, 354 respondents (95 percent) Strongly Agreed or Agreed that ideas will be shared with colleagues, a four percent increase. (Question 8)

In 1995, question 9 did not appear in the survey.

In 1997, 358 respondents (97 percent) Strongly Agreed or Agreed that, "Others should be encouraged to be a part of this type of in-service." Twelve respondents (3 percent) Disagreed or Strongly Disagreed. (Question 9)

In 1995, question 10 was not used in the survey.

In response to the question, "Did these workshops directly help you improve student achievement?", two hundred ninety-three respondents (89 percent) said "Yes," and 38 respondents (11 percent) said "No." (Question 10)

In 1995, staff were asked to rate the overall workshops. They responded as follows: Ninety-eight percent (98 percent) of the participants (234) rated the workshops "Excellent" or "Quite Good." Only six participants (2 percent) rated the workshops as "Fair" or "Poor."

In 1997, staff were also given an opportunity to give an overall rating of the workshops. One hundred ten respondents (32 percent) gave an "Excellent" rating. One hundred ninety-three (56 percent) gave a "Quite Good" rating. Thirty-eight (11 percent) gave a "Fair" rating, and five respondents (1 percent) a "Poor" or "Very Poor" rating. (Question 11)

Recommendations

1995

Recommendations made were based primarily on data collected from the participants.

Efforts should be made to inform staff, parents and students by the beginning of the second semester of the Extended School Year.

Efforts should be made to have the staff decide the type of in-service training they need. The in-service training should be related to the Extended School Year.

The following topics were suggested as additional training topics:

How to write grant proposals
Computer literacy classes
Science skills
Math skills
Teaching the writing process
Classroom management
Conflict resolutions
Self-esteem
Discipline of students
MEAP lessons on reading, writing, mathematics and science.

Efforts should be made to offer the in-service training prior to the beginning of the Extended School Year.

Efforts should be made to not schedule workshops on Saturday. The staff should decide when they would like to have these workshops.

Efforts should be made to involve more parents in the workshops and develop better involvement with the parents. This should be on an on-going basis.

1997

More workshops should be designed for the purpose of directly improving student achievement.

Several staff members request workshops during the school day rather than after school when they are tired from working with students all day.

Workshops may also be beneficial for parents. Parent attendance should be encouraged.

Staff request more concrete assignments on the computer/not just talk through.

During summer, the use of fans or air conditioners could improve the workshop's learning environment.

Several staff members request that workshops should be held at different locations.

Staff members indicated interest in the following training topics:

Conflict management
Conflict resolution
Discipline
Behavior problems
Stress management
Health
CPR
Improving test scores
Reading, math and science
Children with special needs

Parent Perception Survey

To ascertain parents' perceptions of the program, surveys were developed and distributed by the Detroit Pubic Schools Office of Research, Evaluation, and Assessment. The parents perceptions survey was distributed to fifteen (15) participating Area C schools and one school in Area B. Two hundred and ninety-four parent surveys were returned. The Parent Perceptions Report was distributed at an earlier date.

Findings

Two hundred and fifty-six respondents (256 or 87 percent) said "Yes" when asked if they understood the purpose of the Extended School Year Program.

The majority of the responding parents (252 or 86 percent) said "Yes" when asked if they were pleased that their child was enrolled in this program.

Two hundred and fifty-one (251 or 85 percent) responded "Yes" when asked if this program was helping their child improve his/her academic skills.

Most parent respondents (249 or 85 percent) said "Yes" when asked if parents and other community members believe children need more time in school.

Most parents (247 or 84 percent) responded "Yes" when asked if they received sufficient advance notification about the Extended School Year Program.

Most parents (246 or 84 percent) agreed that parental support is necessary to insure the successful operation of the Extended School Year Program.

Two hundred and twenty-eight (228 or 78 percent) said "Yes" when asked if parents and other community members seem to be supportive of the Extended School Year.

Over three-fourths of the parents (226 or 77 percent) responded "Yes" when asked if they would like their child's school to have an extended school year next year.

Many parents felt that the buildings are in need of air conditioners, the program interferes with family vacations and that the buses were not on time. Others expressed the need for more homework more crafts, and field trips. Some parents felt that because other schools do not participate in the program a distraction is created for the participating students.

Recommendations

The physical environment including the lack of air conditioning for students during the summer months should be improved if possible.

The early notification of staff, students and parents should be continued.